

AFRICANA STUDIES
Retention/Tenure/Promotion Policy
Approved by the Provost March 2011

Documentation: The candidate should prepare a complete CV, a narrative account of activities also called a “self-statement” for each of the three criteria below and supplementary information. The Africana Studies Department will provide examples of successful files for candidates to review in the department chairs office.

Educational Background: Africana Studies is a multidimensional department with a rigorous intellectual paradigm centered in African philosophy with a "community is the classroom" intellectual and activist thrust.

General Criteria: The university and program criteria for tenure and/or promotion are (a) teaching effectiveness, (b) professional achievement and growth and (c) contribution to campus and community. Candidates will be evaluated based on these criteria.

A. PROFESSIONAL ACHIEVEMENT AND GROWTH

Candidates for tenure and/or promotion are expected to publish on intellectual topics relevant to the African-centered thrust of Africana Studies and in ways that link scholarship, creativity, and activism. The department requires at least **one** or a combination of the following professional development criteria to be met for the purposes of tenure and/or promotion to Associate Professor:

- Three peer-reviewed journal articles or book chapters in an edited volume, single or co-authored, that address the Africana studies departments mission in reputable interdisciplinary and/or disciplinary journals or with reputable presses. A reputable press is a press with publication standards, other than author subsidy. Co-authored work is welcomed, however if publications are co-authored, the candidate must be the lead-author on at least three publications and make explicit what role the faculty played in co-authoring the material. Overall, co-authored will be weighted by the RTP Committee based on the documentation provided by the candidate.
- One published scholarly self-authored book or a co-authored book that is equivalent to a single authored book that focuses on issues relevant to the Africana Studies mission in a reputable press. Self-published books do not count towards tenure and promotion in the Africana Studies department.

- Two published scholarly edited books that focus on issues relevant to the Africana Studies mission in a reputable press.
- Two major grants or fellowships that equal or exceed 200k and are granted by locally, regionally, or nationally recognized organizations/foundations. The grants or fellowships must focus on issues relevant to the Africana Studies mission.

Candidates that seek promotion to Full Professor are expected to achieve at least **one** or a combination of the following professional development criteria:

- Publish one scholarly book or co-edited volume in a major press since achieving the designation of Associate Professor.
- Publish five additional peer-reviewed journal articles or book chapters in major academic journals or with reputable presses since achieving the designation of Associate Professor. Co-authored work is welcomed and will be weighted by the RTP Committee based on the documentation provided by the candidate.
- Secure three major grants or fellowships since achieving the designation of Associate Professor that equal or exceed 300k and are granted by locally, regionally, or nationally recognized organizations/foundations. The grants or fellowships must focus on issues relevant to the Africana Studies mission.
- Other contributions such those listed above will be considered. The final determination of professional achievement will be based on the RTP committee evaluation of the above factors in alignment with University RTP policy and procedure.

The Africana Studies department encourages publishers and peer reviewed journals that adhere to the highest standards of Africana scholarship including (but not limited to): the *Association of Black Psychologists Journal of Black Psychology*; *The Association of Black Anthropologist Journal, Transforming Anthropology*; *The Journal of African Civilizations*; *The Journal for Pan African Studies*; *The International Journal of Africana Studies: Black Women, Gender, and Families*; *The Journal of Negro Education*; *Souls*; *Callalago*; *Black Scholar*; *The Journal of Black Studies*; *The Western Journal of Black Studies*, *African American Research Perspectives*; *College Language Association CLA Journal : Africa World Press*; *Third World Press*; *Black Classics Press*, and similar types of presses that originate in the future.

The Africana Studies department takes a holistic approach to weighing the balance and entire body of work of an individual faculty member, given their unique commitments and strengths in all areas of professional achievement or growth.

B. TEACHING EFFECTIVENESS

The Africana Studies department criteria for retention, tenure and promotion is consistent with broader San Francisco State University retention and tenure policy related to teaching effectiveness. Teaching effectiveness is evaluated through a multiple assessment process including but not limited to (1) peer observations of classroom teaching, (2) student anonymous quantitative and qualitative evaluations, (3) examination of syllabi and related course materials, (4) evaluation of the candidates teaching statement provided in the WPAF.

Effective teaching is demonstrated in the classroom and/or community, when faculty joint with students to develop knowledge and skills through classroom experiences, research, creative activities and community service. The department also considers external and internal grants and consequent course buy outs as an important but not necessary component to maintain quality teaching. Therefore, candidates who are successful in buying out their time will not be penalized for teaching fewer courses than a standard load. Teaching effectiveness will be demonstrated through the following criteria.

Course materials: syllabi, examinations, learning objectives, reading lists, bibliographies, evidence of course organization.

Student evaluations: Faculty seeking tenure and promotion should submit teaching evaluations to students in all classes taught each semester. The RTP committee regards these surveys as essential to the performance review. Scores below 1.5 the College or Department mean are considered “exceptional”; Scores between 1.5 and 2.0 at the College or Department mean are considered “effective.” Scores higher than 2.0 the College or Department mean are considered “need for improvement”.

Signed and written comments and letters from students: Letters and notes are reviewed and considered but we recognize that they usually represent a small sample of student opinions.

Peer class evaluations: The faculty being reviewed will include peer evaluations from senior members of the department and can also get peer reviewed by faculty outside the department in consultation with the RTP committee and department chair. These evaluations are important for assessing the level of instructor preparations, pedagogy, and presentation of ideas. One peer evaluation per year is required; two are encouraged.

Additional activities: Additional activities are equally valued in the evaluation process. These may include new course development, program assessment, curriculum development, advising student groups, project coordination such as trips abroad.

C. CONTRIBUTIONS TO THE CAMPUS AND COMMUNITY

Contributions in this area are broadly defined as service to university life at a program/department, college, and/or university level, and service to professional and civic communities at the city, state, national, and/or international levels.

Campus Service—The RTP committee expects that all probationary faculty will provide service to the program/department. Candidates for tenure and/or promotion to Associate Professor should also have experience on college level committees and candidates for Full Professor should have, in addition, served on a university-wide committee, or the Academic Senate, and/or university-wide or college-wide special groups (for example the Cesar Chavez Institute or the Wangari Maathai Center). Candidates that demonstrate active participation in campus service at appropriate levels will be tenured and or promoted. **Contributions to the campus may include, but are not limited to the following:**

- Africana Studies department committees,
- College of Ethnic Studies committees
- University-wide committees
- University-supported Research centers/programs (MRISP, RIMI, CCI, WMC)
- Black History month leadership
- Black Faculty, Staff, Association
- Advising: undergraduate and MA thesis advising
- Program development
- Sponsorship of student organizations
- Non-instructional activities and projects

There should be evidence that supports contributions in this area. Assessment of the contributions to the campus should contain descriptions and the nature and extent of the work, committee documents, student and colleague letters, and project reports.

Community Service—The RTP committee expects emphasis to be placed on those activities, which directly use the academic expertise of the candidate. Community service comprises of service other than those provided to the program, college, or university. The community to which this service is directed must be related to the candidate's intellectual purpose. Effective service is determined by its relevance to the field of Africana Studies and to the responsibility and time consumed in such activities. Candidates for tenure and/or promotion to associate professor should be active participants in work of importance and relevance to their field of expertise. Candidates for full professor should demonstrate leadership in work of importance and relevance to their field of expertise. Candidates are required to document their involvement in community service and address community service in their narratives. Contributions in

this area should benefit both the community (first and foremost), as well as the campus, by way of SFSU faculty involvement. Relevant activities may include but are not limited to the items below.

- Grassroots organizing and community activism
- Professional services and consultations rendered to community organizations, advocacy organizations, NGOs, and public or private sector agencies.
- Membership on boards of relevant organizations and/or agencies.
- Contributions to the media including newspapers, radio and TV.
- Workshops and talks geared toward community groups and/or educational institutions.
- Committee participation and offices held in professional societies.
- Serving on editorial boards of academic presses and/or journals
- Reviewing manuscripts for professional journals or presses.
- Reviewing grant proposals and serving on grant review panels.
- Reviewing conference papers and panel proposals.
- Facilitating international exchanges and sponsoring visiting scholars from abroad.
- Holding office in professional or community organizations connected to the candidates field,
- Coordinating a convention,
- **Utilizing** faculty expertise to serve the community at the city, state, national, international levels.

